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ABSTRACT

Project REACH (Regional Education to Achieve with Company) was a regional workplace literacy (WL) program designed to increase the levels of literacy, job performance/satisfaction/retention, productivity, and self-esteem of the work force of six businesses in the Saint Louis area and to foster the development of business-education partnerships for WL development. Personnel from the Parkway Area Adult Basic Education program designed and delivered instruction that featured learning centers, customized training classes, and individualized learning plans for participating employees. The project's business partners (Code 3 Public Safety Equipment, St. John's Mercy Medical Center, St. Mary's Health Center, St. Luke's Hospital, Survey Place Dietetics, and WATLOW Electric) provided space for workplace literacy classes that participating employees attended on company time. Other project activities were as follows: an outreach effort that contacted more than 250 businesses in the St. Louis metropolitan area; presentations and needs assessments at 24 companies; establishment of 8 new nongrant sites; and delivery of training programs at 11 nongrant sites under the outreach effort. (A large portion of this report consists of charts/tables documenting the basic/literacy skills gains of WL class participants at six business partners' facilities, project endorsements, and a summary of project outreach activities.) (MN)

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ED 377 368

PROJECT REACH

Regional Education to Achieve with Company Help

Performance Report

V198 A 30065

U.S. Department of Education
National Workplace Literacy Program

by

Parkway Area Adult Basic Education Program
Parkway Public Schools
12657 Fee Fee Road
Creve Coeur, Missouri 63146

December 31, 1994

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PROGRAM FACTORS

MEETING THE REQUIREMENTS OF THE WORKPLACE

The goals of Project REACH (Regional Education to Achieve with Company Help) were to:

Goal 1: *Increase the levels of literacy, job performance, job satisfaction, productivity, job retention, and self-esteem of members of the area workforce; and*

Goal 2: *Foster the development of business-education partnerships for workplace literacy development.*

The project's two-pronged approach to addressing these goals included:

- Workplace literacy training for area employees, provided in partnership with five area businesses, using a functional context approach and including basic skills instruction and support services such as counseling, transportation, child care, and tutors; and

- A regional resource service through which area-wide businesses and ABE programs could learn about workplace literacy, be paired for workplace literacy efforts, and have access to a wide variety of instructional resources.

This project performance report will attempt to ascertain how well the goals and objectives of the project were met.

THE PARTNERSHIP

The Parkway Adult Basic Education Program formed a partnership with St. John's Mercy Medical Center; St. Mary's Regional Health Center; St. Luke's Hospital; Public Safety Equipment, Inc.; Watlow Electric; the Missouri Department of Elementary and Secondary Education; the Literacy Council of Greater St. Louis; and the Hospital Association of Metropolitan St. Louis to achieve these goals. All partners remained with the program for the duration of the project.

Parkway Area Adult Basic Education Program project REACH personnel administered the project, organized advisory groups, designed and monitored the instructional delivery system, assessed employees, developed individualized learning plans (ILP's), and served as a regional consultant to other area businesses and ABE programs. Parkway ABE established an outreach effort that contacted over 250 businesses in the Metropolitan area, made presentations and needs assessments at 24 companies, established eight (8) new non-grant sites, and delivered training programs at 11 non-grant sites under the outreach effort.

The Business Partners provided space equipped with appropriate classroom furniture and storage space for workplace literacy classes and supported participating employees. Watlow Electric Company provided a shared-time program for attendance at a Learning Center that offered financial support for employees for one hour of study if the employees would match the time with an hour of uncompensated time; all hospital Learning Centers were operated on 100% non-compensated time. Code 3 had undergone

a plant-wide assessment and had established a four-day per week Learning Center prior to the start of the grant.

In addition, each partner:
--provided representatives to Advisory Councils
--provided supervisor and employee time for job task analysis
--provided space, utilities, and furniture for workplace literacy classes as well as equipment, some clerical support, use of a phone, and storage space for materials and supplies.
--introduced the project to the current workforce through in-house recruitment efforts
--paid employees during all customized classes.

The Missouri Department of Elementary and Secondary Education provided 25% of the salary-related expenses of the Director of Parkway Area Adult Basic Education Program to serve in a consultative capacity. The Department also provided teacher training in Adult Basic Education principles and methods and issued appropriate certification to qualified instructors.

The Literacy Council of Greater St. Louis referred tutors to Parkway Area Adult Basic Education Program for additional training by a Literacy Coordinator.

The Hospital Association of Metropolitan St. Louis , an association of 48 area hospitals, furnished films that were useful in classes and distributed the video "Workplace Literacy in a Learning Organization" to member hospitals.

Advisory Boards met regularly at each grant site and provided a forum for input from all interested parties on program content, delivery, and recruitment.

Child Care and Transportation Allowances were incentives for 40 students.

THE INSTRUCTIONAL MODEL

The instructional model that was developed under Project REACH included establishment of a Learning Center at each business or hospital that was subsidized by the company at the rate of $15 per teacher hour for a minimum of four hours per week. It was important to the Parkway Area Adult Education Program that partners be willing to underwrite part of the costs through direct payments as an indication that a workplace literacy program could be self-sustaining after the funding cycle. No fee was charged for administrative time, task analyses, meetings, curriculum development, or course materials.

Each student who attended the Learning Center had an individualized learning plan (ILP) that was established with the help of the Learning Center instructor and kept confidential. This ILP contained assessment data, individual goals, packets of customized materials, and assignments. A traditional basic skills/GED component was offered to meet the needs of employees who sought improved skills and/or a GED. Five students at WATLOW Electric received GEDs during the grant cycle.

CUSTOMIZED TRAINING CLASSES

Customized training classes were developed at each site by:

- Targeting training needs through an Advisory Board meeting, department meeting, or focus group.
- Conducting a job-task analysis to discover underlying skills gaps.
- Creating customized training materials.

- Modifying developed materials with supervisor input.
- Conducting a pilot class to test materials.
- Conducting a formative evaluation of training.
- Scheduling and conducting classes.
- Evaluating instruction through appropriate measures, including student reaction sheets, supervisor ratings of employee behavior, and pre- and post-tests.

All customized instruction was conducted on company time. There was no charge for instructor time or curriculum development due to grant support.

The following is a review of the customized instruction developed under Project REACH:

Code 3, Public Safety Equipment, ISO 9000

Code 3, Public Safety Equipment Inc. is in the process of trying to attain ISO 9000 certification to enhance their export trade and improve their operations. This 3 hour class covered vocabulary relating to ISO and the verbal communications skills that manufacturing employees might need to converse comfortably during ISO inspector visits. The focus was on being able to articulate how you do your work, and what quality measures you perform on the job. Pre- and post-vocabulary tests were used.

Communications I

St. John's Mercy, St. Mary's, Surrey Place

This six-hour class covered listening, verbal, and non-verbal communication, dealing with difficult people, and stress management. It focused on concept development and problem-solving skills. A multimedia approach used booklets, videos, discussion and

role playing that was custom-designed for each site.

St. John's Mercy Medical Center, Housekeeping OSHA

This one-hour class covered avoiding exposure to infection in the hospital, including bloodborne pathogens and tuberculosis. The emphasis was on vocabulary and problem-solving. It was to be a part of a series, but due to scheduling conflicts, the continuation could not be offered.

St. John's Mercy Medical Center, Nutrition Services Dishroom Personnel

St. John's Mercy Medical Center employs kitchen workers who are graduates of the Special School District. These developmentally-delayed workers are coached by on-site special education teachers until the age of 21, at which time all educational services stop. Project REACH was asked to develop materials and to teach vocabulary, concept development, and problem-solving to 15 dietary workers whose job retention depended on safe practices. There were 12 participants who took the course in both 1993 and 1994. A longitudinal study of the pre- and post- evaluations by the supervisor on items that were used both years shows dramatic growth from original pre-ratings to the end of the 1993 course. Mean ratings were steady or improved except on one measure over the intervening year as indicated on the 1994 pre-evaluation. The mean ratings again rose as a result of the second year's training. It should be noted that the supervisor and instructor were the same both years.

Pre-and post-instruction ratings by supervisors indicated a dramatic gain in job-related basic skills. Supervisors rated participants on behaviors such as: "Washes own

hands appropriately," "Uses proper precautions in handling chemicals," "Follows correct sanitary procedures in work area," "Knows how to avoid safety hazards," "General job performance rating," through questioning and observation. General job performance ratings showed a 18.91% post-instruction gain.

This class has proved a successful and popular way to provide much needed information to an otherwise at-risk employee group in a way they could learn effectively. On participant customer satisfaction surveys, 10 rated the course excellent, 7 good, and 1 average (Appendix, St. John's).

St. John's Mercy Medical Center Food Preparation

A target group of employees who work in food preparation was selected for custom in-service education within a basic skills framework.

The curriculum was developed by the Parkway Area Adult Basic Education Program after a cooperative needs analysis was conducted. It featured vocabulary, solid/liquid measurements, and the reading and interpretation of recipes. It embodied desired behaviors and knowledge for current and/or future tasks. Material developed for this class will form the basis of a professional reference notebook to be added to over time.

St. John's Mercy Medical Center/St. Mary's Health Center Medical Terminology I & II

These courses were designed for non-professional hospital and doctor's office employees who needed a basic knowledge of medical terminology to perform their tasks. The approach used was to learn and analyze prefixes, suffixes, and root words. Practice

was included on word meanings, spellings, and pronunciation.

St. Luke's Hospital, Communications and Negotiating Skills for Rehabilitation Medicine

This course was requested for a department where the employees were experiencing a down-sizing and reorganization. Thorough task analysis, a curriculum was developed to increase the ability of employees to communicate with team members and resolve conflicts.

St. Mary's Health Center, Business Writing

This class covered a review of grammar and usage fundamentals and went on to applied practice in the writing of documents typical for the participant's job. Beyond the mechanics, the creation of a positive image and clear, effective communication were stressed.

St. Mary's Health Center, Interviewing Skills

In preparation for the start of patient-focused care at St. Mary's, current employees had to interview for new assignments in the hospital. This one-hour session for entry-level workers covered the essentials of how to present oneself in a job interview. The emphasis was on effective verbal communication.

St. Mary's Health Center, Memo Writing

This course for hospital employees focused on the elements of the memo, clearly conveying messages, and how to be more concise. The stress was on keeping the reader in mind and using appropriate layouts.

St. Mary's Health Center, Communications II

This course added to the impact of Communications I by covering how to adjust communication to specific situations, how to maintain motivation, and how to deal with residents in an extended care facility who have difficulty communicating.

St. Mary's Health Center, Patient Focused Care

This 12 hour class was developed to assist employees making a transition from traditional hospital jobs to more broadly focused "service associate" or "administrative associate" positions. Skills covered included study skills, learning styles, time management, coping with change, use of the Physician's Desk Reference and the Taber's Medical Cyclopedic Dictionary.

St. Mary's Health Center, Report Writing for Security Guards

This short course was designed at the request of the supervisor. Various documents completed by security guards may be subpoenaed or used to document court cases. Weaknesses had been noted in grammar, spelling, and appropriateness of details. In this course, security guards improved accuracy and effectiveness of written communications for reports and logs.

Surrey Place, Communications for Dietetics

This 6-hour class was adapted from the basic communications unit to meet the needs of employees who serve in the dining room of an extended care facility. Many of these workers were teenagers on their first job. They needed basic communications plus information on dealing with elderly residents with sensory impairments or aphasia.

Surrey Place, Supervisory Skills

This class was designed for first line supervisors who have technical skills in the nursing field but have need of improved communications skills for interacting with staff and the entry-level workers they supervise, such as CNA's.

Watlow Decimal Class

Watlow Electric Company has changed its manufacturing process so that production is the responsibility of unsupervised teams. It is a job requirement for each team member to perform calculations with decimals. With input from the advisory board, a task analysis was conducted to see what instruction was needed. Twelve hours of instruction was recommended; seven hours was approved with the understanding that students who were unable to pass a post test with 70% competency be encouraged to the Skills Enhancement Class.

Watlow Note Taking

In order to participate in employee meetings and take their turns as the note-taker, people needed improved writing skills. Employees learned to take notes in work-unit meetings using an informal web-type format. No testing was done at the request of supervisor; informal supervisor observation served as an evaluation. A video to implement this training was co-produced by Parkway ABE and Watlow at company expense. Curriculum for this course was developed through a grant-partner advisory committee, using task analysis.

Summary of Training

The following chart summarizes the training delivered by Parkway Area Adult Basic Education Program from July, 1993 to December 31, 1994.

Parkway Workplace Initiative		
Grant Sites		
Site Name	Date of Program	Total Participants
Code 3 Public Safety Equipment, Inc.		
Assessment	7/93-4/94	106
ISO 9000 Training	10/94	86
St. John's Mercy Medical Center		
Basic Skills	4/94-12/94	33
Communications I	1/94-3/94; 11/94-12/94	36
Communications II	5/94	20
Housekeeping--OSHA	8/94-9/94	67
Nutrition Services Safety and Sanitation	2/94-4/94	18
Nutrition Services Food Prep	5/94; 9/94-11/94	16
Med Terms I	4/94-5/94; 11/94-12/94	39
St. Luke's Hospital		
Basic Skills	4/94-7/94	15
Communications for Dietetics	5/94-6/94	33
Communications and Negotiating Skills for Rehab Medi	6/94	10
Surrey Place Communications	1/94-4/94	15
Surrey Place Supervisory Skills	11/94-12/94	9
St. Mary's Health Center		
Basic Skills	7/93-11/94	49
Business Writing	10/94-11/94	9
Communications Skills	10/94-11/94	8
Interviewing Skills	4/94-5/94	107
Medical Terminology I	10/93-12/93; 1/94, 3/94,	
	9/94, 12/94	38
Medical Terminology II	4/94-6/94	8
Memo Writing	10/93	10
Patient-Focused Care	11/94-12/94 (2 Classes)	47
Security Department Documentation	10/93-11/93	4
WATLOW Electric		
Basic Skills	4/94-12/94	32
Decimals	11/93-4/94; 9/94	68
Note Taking	11/94	11
	Adjusted Total Participants*	**614**
*This total does not include classes with short enrollment periods, including:		
1. Interviewing Techiniques (1 hr) for Patient-Focused Care		
2. Housekeeping OSHA documentation (1 hr)		
3. Assessment for Code 3		
	Total Participants:	**894**

Plan of Operation

The original goals and objectives as stated in this grant and outcomes are included in the following table:

GOALS AND OBJECTIVES

Goal 1: Increase the levels of literacy, job performance, job satisfaction, productivity, job retention, and self-esteem of members of the area workforce.

	Original Goal	Actual Achievement	% of Goal Achieved
Objective 1.1 At least 508 participating employees will receive workplace literacy training.	508	614	121.00%
Objective 1.2 At least 75% of participating employees will complete their instructional programs (Functional context only.)	75.00%	86.00%	115.00%
Objective 1.3 At least 75% of those completing a basic skills/GED program will show measurable gains on the TABE (Incomplete data.)	75.00%	92.00%	123.00%
Objective 1.4 At least 75% of those completing a functional context program will show improved job performance (The majority of our training was evaluated with pre-and post- tests over material and customer satisfaction surveys.)	75.00%	Nutrition Services Supervisor Ratings of Employees Surrey Place Dietetics Supervisor Ratings of Employees	+18.91% +8.94%
Objective 1.5 At least 75% of those completing their programs will report improved job-satisfaction.	75.00%	Not measured because an appropriate instrument could not be developed.	
Objective 1.6 At least 75% of those receiving ESL instruction will improve students' communication (1 student)	75.00%	100.00%	+25.00%

Benefits to Adult Workers and Their Industries

The original grant outlined the following goals which appear in italics. A reply has been formulated for each point.

The benefits to the workers who participate in the project's workplace literacy classes will be as follows:

-Participants fo the project will be better positioned to retain their jobs as the change to total quality systems transforms the workplace.

Comment: Job retention statistics indicate that this has happened.

-Participants of the program will have the opportunity to acquire basic skills needed to do the work required now and be able to see options open to them for advancement in the future.

Comment: This was accomplished.

-Participants of the program will be better prepared to function as team members performing multiple responsibilites.

Comment: The evidence indicates that this has been accomplished.

-Participants of the program will have the opportunity to talk with a job counselor about basic skills and remediation. Counselors will be able to administer interest inventories and provide support to the indivdual in making job related decisions.

Comment: A counselor was made available to participants for a class on job interviewing. Two versions of the Holland Self-Directed Search were used to assist clients in the decision-making process. One version, the E, is written on a 4th grade reading level with realistic choices for a literacy-level student.

-Participants of the program will be able to work toward a GED with the support of their employers.

Comment: This was possible at every site in a Learning Center. Five participants have attained a GED thus far in the program. At least three other students are in the process of submitting applications.

-Participants of the program with limited English proficiency will have the opportunity to participate in ESL instruction.

Comment: This service was made available.

-Participants of the program will have the opportunity to attend classes without the additional burden of child care expenses and transportation concerns.

Comment: Transportation and child care reimbursement in the amount of $3 per day for transportation and $3 per hour for babysitting for non-compensated time were made available. Forty students used this service.

-Participants of the program will have representatives on the workplace literacy advisory board.

Comment: This took place at every site.

-Partners will experience a measurable increase in productivity.

Comment: This proved to be extremely difficult to measure because increases could not be traced directly to instruction.

-Industrial partners who are converting to World Class Management and Continuous Quality Improvement systems will have team members better prepared to assume multiple responsiblities.

Comment: The evidence would indicate that this happened at WATLOW.

Development of Business Education Partnershipfor Workplace Literacy Under Reach II

One of the principal goals of Reach II was as follows:

Goal 2: The project will foster the development of business-education partnerships for workplace literacy development.

To a large extent this program objective was met. Numerous businesses were contacted, referrals and support were given to other educational providers, needs analyses were conducted for businesses and new workplace programs were implemented. Regional resource materials were distributed, and letters were received from new businesses served praising the programs provided (see Appendix.)

Objective 2.1: Project promotional materials will be distributed to 250 businesses in the St. Louis area.

Materials were distributed to 200 businesses by mail and to 50 additional firms who attended the workshops "Increasing Productivity Through Training" in May 1994, "Basic Skills in Manufacturing" in June 1994, and the "Long Term Care Educator's Association Fair" in September 1994.

Objective 2.2: Individual workplace analyses and employee assessments will be conducted on an average of one per month (18 for the project period).

Follow-up contacts with businesses who received initial mailings or who called us themselves resulted in 24 on-site visits and needs assessments or written proposals based on their self-identified needs. Thus the objective was met.

Objective 2.3: Workplace literacy programs will be developed in at least 50

percent of those businesses in which workplace analyses and employee assessments are conducted.

As a result of the contacts and analyses completed, 10 new workplace literacy programs were implemented for a 41% rate. This was somewhat below the projected 50%, but that was perhaps an unrealistic figure given the long cycle it takes to fund and implement programs and the fact that other educational providers may have been selected as an alternative. In some cases, programs proposed during the grant are still under consideration.

Objective 2.4: Regional resource services will be highly rated by recipients of service.

Several letters of commendation were received by client businesses who established programs during the grant and from another ABE provider. Jane Snyder and Carla Rosen received letters of commendation from service to the "Train America's Workforce" committee of ASTD (American Society for Training and Development.)

Copies of these documents appear in the appendix.

Regional Resource Center

Another task outlined under Reach II was to provide a Regional Resource Service:

A regional resource service will serve businesses, ABE programs, and other literacy providers in the St. Louis metropolitan area as a training service and a clearinghouse.

Under this program, Parkway Area ABE set out to do the following:

1. *Recruit and refer interested businesses outside of the Parkway service area to the appropriate local ABE program for workplace literacy programs.*

Recruitment of businesses throughout the metropolitan St. Louis area was conducted simultaneously with recruitment within Parkway's service area. Adult basic education providers in Rockwood, St. Louis City, and St. Charles had an opportunity to meet with prospective clients at one mini-fair "Basic Skills Training in Manufacturing."

2. *Assist other ABE programs, at their request, in conducting an initial analysis of potential workplace sites, helping to assess the potential for a successful workplace literacy program.*

REACH personnel also engaged in preliminary client development and needs assessments for several businesses in other service areas (Bachmann Machine, Nordyne, Mallinckrodt Chemical, and Bussman.) Mallinckrodt Chemical and St. Louis City Adult Basic Education established a math program designed to help operators quality for a specific test..

3. *Provide ABE programs and other literacy providers with access to a wide variety of resources for designing, adapting, implementing, and evaluating workplace literacy programs.*

A bibliography of materials available in the Resource Center was compiled and distributed to Missouri directors of adult basic education. Materials were circulated upon

request. The Workplace Literacy video developed with funding from a state 353 grant, Reach I and Reach II, was distributed locally and sold nationwide. A representative of the St. Louis City program attended the program "Increasing Productivity Through Training" and representatives of several area ABE programs attended "Basic Skills Training in Manufacturing" which Parkway Adult Basic Education co-sponsored. The Resource Center bibliography was updated in December 1994. It includes curricula, books, videos, computer software, and sample texts.

4. *Deliver teacher training and "train the trainer" workshops to develop the expertise of Missouri educators in workplace literacy and to disseminate information about workplace literacy and functional context instruction.*

This goal was met in part by co-sponsoring a teacher workshop, "Strategies for Overcoming Obstacles to Learning and Functioning in Society" featuring a speaker on working with individuals who have learning disabilities and the ramifications for the ADA (Americans with Disability Act.)

Teachers were also given background information, individual guidance and resource materials to enhance their performance in delivering the specific functional context classes to which they were assigned.

Sites

Code 3 Public Safety Equipment Inc.

ISO 9000 - MULTIPLE CHOICE ACTIVITY PRE AND POST TEST TALLY

Student	Pre-test	Post-test	% Change	Pts. of Change
1	12	13	8%	+1
2	9	14	56%	+5
3	13	14	8%	+1
4	12	14	17%	+2
5	11	12	9%	+1
6	9	13	44%	+4
7	8	11	38%	+3
8	7	10	43%	+3
9		10	incomplete	
10	11		incomplete	
11	12	14	17%	+2
12	12	14	17%	+2
13	11	14	27%	+3
14	9	12	33%	+3
15	8	14	75%	+6
16	12	12	0%	0
17	11	14	27%	+3
18	13	14	8%	+1
19	13	14	8%	+1
20	11	10	-9%	-1
21	7	14	100%	+7
22	10		incomplete	
23	10		incomplete	
24	12		incomplete	

ISO 9000 - MULTIPLE CHOICE ACTIVITY PRE AND POST TEST TALLY

Student	Pre-test	Post-test	% Change	Pts. of Change
25	11	14	27%	+3
26	14	14	0%	0
27	09	14	56%	+5
28	04	05	25%	+1
29	13	14	8%	+1
30	11	12	9%	+1
31	08	11	38%	+3
32	10	11	10%	+1
33	07	05	-29%	-2
34	04	10	150%	+6
35	11	14	27%	+3
36	07	10	43%	+3
37	09	11	22%	+2
38	10	11	10%	+1
39	11	14	27%	+3
40	11	13	18%	+2
41	13	13	0%	0
42	13	14	8%	+1
43	13	14	8%	+1
44	09	14	56%	+5
45	14	14	0%	0
46	13	13	0%	0
47	12	14	17%	+2
48	12	13	8%	+1

ISO 9000 - MULTIPLE CHOICE ACTIVITY PRE AND POST TEST TALLY

Student	Pre-test	Post-test	% Change	Pts. of Change
49	11	11	0%	+1
50	11	13	18%	+2
51	10	14	40%	+4
52	09	13	44%	+4
53	13	13	0%	0
54	12	13	8%	+1
55	08	10	25%	+2
56	03	05	67%	+2
57	02	03	50%	+1
58	12	14	17%	+2
59	13	11	-15%	-2
60	10	14	40%	+4
61	06	12	100%	+6
62	12	11	-8%	-1
63	13	12	-8%	-1
64	11	13	18%	+2
65	14	10	-29%	-4
66	09	09	0%	0
67	10	14	40%	+4
68	13	14	8%	+1
69	12	14	17%	+2
70	11	13	18%	+2
71	09	14	56%	+5
72	05	06	20%	+1

ISO 9000 - MULTIPLE CHOICE ACTIVITY PRE AND POST TEST TALLY

Student	Pre-test	Post-test	% Change	Pts. of Change
73	07	08	14%	+1
74	12	09	-25%	-3
75	14	10	-29%	-4
76	09	10	11%	+1
77	13	10	-23%	-3
78	12	12	0%	0
79	13	13	0%	0
80	14	13	-7%	-1
81	12	11	-8%	-1
82	13	13	0%	0
83	13	13	0%	0
84		14	incomplete	
85		14	incomplete	
86		14	incomplete	
T participants = 86				
T w. pre & post = 78				
Avr. Pts. of change= *1.6*				
Avr. Pct. of Inc. = *20%*				

Tabulation of Responses
from Code 3 Customer Satisfaction Surveys
November 14, 1994

1. **Overall, this program was:**

Excellent	10
Good	39
Average	29
Not Good	1
Unacceptable	0

Comments:

- A little too basic; went over concepts most of us already knew.
- I learned a lot about listening and responding to questions. Sue is very good at teaching.
- I really don't see that this helped a whole lot. I did learn a little but not enough to be away from the job for 3 days.

2. **I believe this will benefit me in my job:**

A lot	15
Some	43
Maybe in future	16
Little	7
Not at all	2

3. **This program was:**

Clear and easy to understand	72
Over my head	0
Too basic	5
Disorganized	0

4. **Comments about the program**:

- Need to go a little more in depth.
- I had no problem with the course.
- I enjoyed the program and would like to have more sessions to keep us all updated pertaining ISO.

- Not long enough.
- This program seemed to be more of an English class setting and it really didn't do much for me.
- I believe this program was beneficial in understanding where management is coming from.
- I think this will help when the ISO people ask questions.
- I felt that I was in an elementary grade level of instruction. It could be boring for someone who has education beyond high school. Educational screening could be used to place and design classes geared to the listeners' abilities. I feel that it is also above some people's ability to learn.
- We are not all idiots. Some of this seemed too simplified.
- Organized, but too superficial: i.e., could have been better targeted.
- I enjoy the teacher.
- It was fun.

St. John's Mercy Medical Center

St. John's Mercy Medical Center
Pre and Post Test
Communications Skills
November 1994

Student Number	Pre Test Score	Post Test Score	Difference
Student 1	80	87	7
Student 2	93	100	7
Student 3	93	100	7
Student 4	87	100	13
Student 5	80	80	0
Student 6	67	100	33
Totals	500	567	67
		Gain	**13.40%**

Customer Satisfaction Survey
Evaluations for Communications I
St. John's Thursday 2 - 3
February - March 1994
Kate Zust, Instructor

Responses to Question 1: Overall, this program was...

Excellent	2
Good	5
Average	2
Not good	0
Unacceptable	0

Responses to Question 2: I believe this will benefit me in my job...

A lot	3
Some	5
Maybe in Future	0
Little	0
Not at all	1

Responses to Question 3: This program was...

Clear and easy to understand	7
Over my head	0
Too basic	2
Disorganized and Unclear	0

Participants' Comments about the Program:

Not enough time allowed for each topic.

The one hour format was too short for role-playing lessons.

St. John's Mercy Medical Center
Workplace Communications
Confidential Student Pre-Evaluation:
Individual Student Comments
Jan. - March 1994 Thurs 2-3

Responses to question 1: *"What was your purpose for enrolling in the class?"*

To better serve my department.

Strongly suggested by supervisor. Basically had no choice. Don't want to be here.

Enrolled by office manager.

To learn how to communicate better with patients re bills and when they owe, co-workers, other departments, office manager.

Department manager asked me to attend and to bring my knowledge gained back to share with the department.

Honestly, I was on vacation and my supervisor signed me up for the class.

Enrolled by supervisor.

Have had reports to my head nurse concerning occasional episodes of poor communication both with patients and with peers or doctors.

My supervisor enrolled me.

Responses to question 7: *"Are there any other topics you would like to see covered in this class or future classes?"*

Getting so caught up in a work situation that I am more concerned with getting everything done correctly than in communication to my patients what I am doing or just stopping what I am doing to support them instead.

We work with phones all day, so if the other person that you're working with doesn't tell

you something you should know about a conversation with a doctor's office or one of the floors, it causes all types of things to go wrong.

Not everyone in the department works as a team, giving help only to their closest friends.

I work in a Dis office at the front desk. I handle all patient registration, insurance forms, phone calls. Sometimes I am doing 4 things at once. I start to get bossy with the other employees when I need for them to do something. I need to learn how to communicate with patients when they are past due on bills. I have a hard time with this. Sometimes my job gets very overwhelming. It is hard for me to ask for help and to tell my manager that I have too much to do because I don't want her to think that I can't handle my job.

I hate my supervisor. She's been unfair, humiliated me, falsely accused me. I don't even want to look at her much less speak with her. I'd like to be able to let co-workers know they're loafing, dumping without being perceived as the bitch.

1) Co-workers not talking to each other; 2) Work load being dumped on others; 3) Doctors not respecting the workplace or the workers; 4) Boss not letting people know about the good work that has been done; 5) Talking bad behind others back (sic); 6) Coming to work with a bad attitude.

St. John's Mercy Medical Center
Workplace Communications
Confidential Student Pre-Evaluation Comments
Jan. - Feb.- March 1994 Thursday 1 - 2

Question 1 Responses: What was your purpose for enrolling in the class?

To learn how to communicate in a more professional way. To learn how to communicate with boss.

I'd like to communicate more effectively with the people who work for me, and those who work along with me.

To improve my skills as a supervisor. I have trouble at times when dealing with problem employees, or giving negative criticism.

It was recommended that I take the class per the laboratory manager.

To learn better communication skills.

To enhance my communication skills and to effectively teach others.

To better my communication skills.

I think this is an area where I personally need to improve.

I can always use information on communication to better my skills.

To learn better communication.

Better communications.

To communicate more effectively in the office.

In my unit there is a lot of mis-communication. I hope to take this info back to my unit to help remedy the situation.

Question 7 Responses: Are there any other topics you would like to see covered in this class or future classes?

Conflict resolution and negotiating differences.

The art of constructive criticism. How to assert oneself without seeming aggressive about it.

Assertiveness, 1) People are not direct to each other, i.e., Jane is mad at Bill but explodes at John; 2) Lots of stress in my unit and individuals don't know how to handle it (myself included); 3) Lots of gossip, sometimes very hurtful. 4) Negative people - their negative energy drags others down - how to stop negative energy; 5) Difficult families - there are strong personality conflicts with nurses in unit.

I need to improve on my skills of how to explain verbally what I'm thinking in a work setting in language my co-workers can understand.

Having a patient who don't (sic)want to give you any information.

POST-TEST COMMENTS:

Question 6 Responses: Are there any other comments you have concerning this class?

I would like to attend part two.

One hour length for class was too short. We just got into good discussion and class was over.

Good class!

It would work better if each class was longer.

It was a wonderful class, very informative, and a great instructor.

A lot of fun and I learned a lot!

Camella--This was a great workshop. Both you and Kate are to be commended. These should be offered several times throughout the year. Send course brochures to all directors, supervisors, and managers requesting employees who might benefit from going through the course.

Would like to attend part two.

I wish it could have been longer.

Customer Satisfaction Survey
Evaluations for Communications I
St. John's Thursday 2 - 3
February - March 1994
Kate Zust, Instructor

Responses to Question 1: Overall, this program was...

Excellent	2
Good	5
Average	2
Not good	0
Unacceptable	0

Responses to Question 2: I believe this will benefit me in my job...

A lot	3
Some	5
Maybe in Future	0
Little	0
Not at all	1

Responses to Question 3: This program was...

Clear and easy to understand	7
Over my head	0
Too basic	2
Disorganized and Unclear	0

Participants' Comments about the Program:

Not enough time allowed for each topic.

The one hour format was too short for role-playing lessons.

CUSTOMER SATISFACTION SURVEY
COMMUNICATIONS II
ST. JOHN'S
May 17, 24, 31

1. Overall, this program was

Excellent	4
Good	5
Average	0
Not Good	0
Unacceptable	0

Other comments:

2. I believe this will benefit me in my job

A lot	6
Some	3
Maybe in the future	0
Little	0
Not at all	0

Other comments:

3. This program was:

Clear and easy to understand	9	
Over my head	0	
Too basic for me		0
Disorganized and unclear		0

4. Comments about this program: Maybe some information on 1negotiation. I really enjoyed Kate as a teacher. She makes it interesting. I feel what I learned will really help me with my co-workers and my family/friends. In fact, it already has. Offer more classes like this so more people can attend. Doing role playing is still very difficult for me. Believe this course would help charge nurses in their roles, which would benefit the outcome of pt course.

COMMUNICATIONS
NOVEMBER-DECEMBER 1994
ST. JOHN'S MERCY MEDICAL CENTER

1. **Overall, this program was**

Excellent	5
Good	3
Average	0
Not Good	0
Unacceptable	0

Other Comments: Good speaker and knew the content of communication.

2. **I believe this will benefit me in my job**

A lot	5
Some	3
Maybe in the future	0
Little	0
Not at all	0

Other Comments: It will help me to communicate more positively.

3. **This program was:**

Clear and easy to understand	8
Over my head	0
Too basic for me	0
Disorganized and unclear	0

4. **Comments about the program:** Very organized. I enjoyed this very much and would like more time to go deeper into the subject. Just when things were starting to fall into place the course was over, wish it could have been longer. Excellent communication workshop. Excellent instructor. Enjoyed and feel it will help me communicate better with my boss and not let all of her negativeness affect my productivity. Somewhat disorganized.

St. John's Mercy Medical Center
Math and Vocabulary for Food Preparation
May-October 1994
Pre and Post Test Scores

Student Number	Pre Test Score	Post Test Score	Difference
Student 1	55	90	35
Student 2	70	100	30
Student 3	60	75	15
Student 4	60	85	25
Student 5	15	45	30
Student 6	95	100	5
Student 7	70	85	15
Student 8	65	100	35
Student 9	35	85	50
Totals	525	765	240
		Gain	45.71%

RESULTS OF CUSTOMER SATISFACTION SURVEY
MATH AND VOCABULARY FOR FOOD PREPARATION
D. LAWRENCE / KATHY GAYDOS
ST. JOHN'S MERCY - FALL 1994

1. Overall, this program was

Excellent	5
Good	5
Average	0
Not Good	0
Unacceptable	0

Comments:

- Program was well organized. Teacher was helpful.
- Both instructors were well organized and presented the information very well.

2. I believe this will benefit me in my job

A lot	2
Some	4
Maybe in the future	1
Little	3
Not at all	0

3. This program was:

Clear and easy to understand	10
Over my head	0
Too basic for me	0
Disorganized and Unclear	0

4. Comments about the program:

- There are no back-up Cooks scheduled while were in class. To much rushing around after class. (sic)

- It's a very good program.
- I think we should have more class from time to time like this. I enjoy the class very much.
- I thank Kathleen is a great teacher. (sic)

St. John's Mercy Hospital
Medical Terminology
December 1994
Pre and Post Evaluation

Student Number	Pre Evaluation Score	Post Evaluation Score	Difference
Student 1	73	103	30
Student 2	37	100	63
Student 3	50	97	47
Student 4	37	81	44
Student 5	90	102	12
Student 6	40	86	46
Student 7	50	99	49
Student 8	43	64	21
Student 9	20	87	67
Student 10	13	78	65
Student 11	60	94	34
Student 12	23	99	76
Student 13	53	100	47
Student 14	57	99	42
Student 15	10	88	78
Student 16	40	88	48
Totals	696	1465	769
		Gain	110.49%

Incomplete Testing	
Student 17	60
Student 18	43
Student 19	17
Student 20	20

St. John's Medical Terminology
Customer Satisfaction Survey
April 28 - June 2, 1994
Instructor: Kate Zust

1. Overall, this program was

Excellent	8
Good	7
Average	0
Not Good	0
Unacceptable	0

Other comments: Instructor carried this program and made it enjoyable.

2. I believe this will benefit me in my job

A lot	7
Some	5
Maybe in the future	1
little	2
Not at all	0

Other comments:

3. This program was:

Clear and easy to understand	15
Over my head	0
Too basic for me	0
Disorganized and Unclear	0

4. Comments about this program: The instructor was very good and added to the class/program. The information was a good review but too basic for me. It would be helpful to "screen" class participants before enrolling and perhaps construct a program to meet individual needs. The class needs to be longer. The class was excellent. The teacher was excellent and thorough and well prepared. There was a great deal of materials to learn in 6 weeks and had I not had an extensive vocabulary the course would have been difficult. I think it would have been better to have one hour classes, spread out over a longer period of time. I have a hard time remembering 2-hour of lecturing. You made the class a lot of fun. Too much material presented at one time- need to extend course by an extra class or two. Maybe two days an hour each time or maybe not so much information at one time. Pop quizzes each week so you don't forget what you have learned. Kate was excellent. Great personality and able to keep everyone interested. She is really a plus to SJMMC education program. There is an awful lot of material rammed into a 6 week course. Class should be 8-10 weeks. Love it, the teacher is great. I enjoyed the class very much. I look forward to Med Terms II. Very good instructor, made learning a fun experience.

St. John's Mercy Medical Center
Nutrition Services Department
Safety and Sanitation
March through July 1994
Results of Instructor Interview Pre & Post Evaluation

Question	Gain
1. What is hospital loudspeaker code for fire?	41.67%
2. What is hospital code for tornado?	122.22%
3. Where is fire alarm nearest you?	21.95%
4. Where is fire extinguisher in your area?	33.33%
5. What does SAVE mean?	86.96%
6. What should you do if you hear Operation Weather Alert?	42.86%
7. Where should you go in your work area if tornado comes?	108.70%
8. What should you do if your clothes catch fire?	36.84%
9. What should you do if fire starts in pan on stove?	27.27%
10. What should you do if paper fire starts in trash can?	5.88%
11. What are two blood borne pathogens?	85.00%
12. What should you do if bloody needle on patnt tray?	38.24%
13. How do you protect from hazardous chemicals?	8.33%
14. Where are the MSDS sheets in your area?	21.95%
15. What information is found on MSDS sheets?	13.89%
16. What are signs you've been affected by haz chemical?	30.77%
17. What should you do if you fall & get hurt on job?	8.16%
18. What are Universal Precautions for b. b. pathogens?	-4.17%
19. What should you wash hands at work?	1.89%
20. What should you do if burned on stove at work?	29.27%
Average % Gain	**38.15%**

St. John's Mercy Medical Center
Nutrition Services Department
Safety and Sanitation
March through July 1994
Results of Supervisor's Pre and Post Evaluations

Question	Gain
1. Washes own hands appropriately.	7.69%
2. Uses proper precautions in handling chemicals.	21.21%
3. Follows correct sanitary procedures in work area.	33.33%
4. Knows how to avoid safety hazards.	18.46%
5. General job performance rating.	13.85%
Average % gain	**18.91%**

Nutrition Services Department
Safety and Sanitation
Long Range Gain Comparison
Supervisory Pre and Post Evaluation

Comparison 1 Washes own hands at appropriate times using proper techniques.

KEY
High skill/understanding 5
Above average skill/understanding 4
Minimal skill/understanding 3
Poor skill/understanding
Unacceptable skill/understanding

Student Number	Pre Evaluation Score Feb. 1993	Post Evaluation Score May 1993	Pre Evaluation Score Mar 1994	Post Evaluation Score July 1994	Long Range Difference
Student 1	1	2	3	2	1
Student 2	1	1	3	3	2
Student 3	1	4	2	3	2
Student 4	1	3	3	3	2
Student 5	1	1	3	3	2
Student 6	1	2	3	3	2
Student 7	1	2	2	3	2
Student 8	5	4	4	4	-1
Student 9	1	2	3	3	2
Student 10	1	3	3	3	2
Student 11	3	3	3	3	0
Student 12	1	3	3	3	2
Totals	18	30	35	36	18

Gain Tabulation	
Initial Gain (April 1993)	68.00%
Level II Gain (July 1994)	10.20%
Long Range Gain (difference between July 1994 and entrance score Feb 1993)	100.00%

St. John's Mercy Medical Center
Nutrition Services Department
Safety and Sanitation
Long Range Gain Comparison
Supervisory Pre and Post Evaluation

Comparison 2 Handles dishroom chemicals with care.

KEY
High skill/understanding 5
Above average skill/understanding 4
Minimal skill/understanding 3
Poor skill/understanding
Unacceptable skill/understanding

Student Number	Pre Evaluation Score Feb. 1993	Post Evaluation Score May 1993	Pre Evaluation Score Mar 1994	Post Evaluation Score July 1994	Long Range Difference
Student 1	2	3	3	3	1
Student 2	3	5	4	5	2
Student 3	2	3	3	5	3
Student 4	3	4	4	5	2
Student 5	5	5	4	5	0
Student 6	4	5	4	5	1
Student 7	3	4	4	5	2
Student 8	4	5	4	4	0
Student 9	3	4	3	4	1
Student 10	4	4	4	5	1
Student 11	4	5	4	5	1
Student 12	4	5	4	5	1
Totals	41	52	45	56	15

Gain Tabulation	
Initial Gain (April 1993)	29.00%
Level II Gain (July 1994)	22.22%
Long Range Gain (difference between July 1994 and entrance score Feb 1993)	36.59%

St. John's Mercy Medical Center
Nutrition Services Department
Safety and Sanitation
Long Range Gain Comparison
Supervisory Pre and Post Evaluation

Comparison 3 General job performance rating.

KEY
High skill/understanding 5
Above average skill/understanding 4
Minimal skill/understanding 3
Poor skill/understanding
Unacceptable skill/understanding

Student Number	Pre Evaluation Score Feb. 1993	Post Evaluation Score May 1993	Pre Evaluation Score Mar 1994	Post Evaluation Score July 1994	Long Range Difference
Student 1	3	3	3	3	0
Student 2	3	3	4	4	1
Student 3	3	3	3	4	1
Student 4	3	4	4	4	1
Student 5	4	4	4	4	0
Student 6	3	4	4	4	1
Student 7	3	3	4	4	1
Student 8	5	4	4	4	-1
Student 9	3	4	3	4	1
Student 10	4	4	4	5	1
Student 11	4	4	4	5	1
Student 12	5	5	4	5	0
Totals	43	45	45	50	7

Gain Tabulation	
Initial Gain (April 1993)	2.00%
Level II Gain (July 1994)	14.52%
Long Range Gain (difference between July 1994 and entrance score Feb 1993)	16.28%

SAFETY & SANITATION
SPRING 1994
ST. JOHN'S MERCY MEDICAL CENTER

1. Overall, this program was

Excellent	10
Good	7
Average	1
Not Good	0
Unacceptable	0

Other Comments: I think this program was good because i learned a lot about sanitation, safety, and hazards. This was excellent. The meetings were good learning. Its a good show.

2. I believe this will benefit me in my job

A lot	12
Some	3
Maybe in the future	3
Little	0
Not at all	0

Other Comments: Next year, I will improve a lot. So I won't get sick or diseases. The meetings were nice.

3. This program was:

Clear and easy to understand	17
Over my head	0
Too basic for me	1
Disorganized and unclear	0

4. Comments about the program: Yes, I liked the program. The program films were nice to watch. Understanding fire safety, Medical A.D. for protection, knowing about tornados, I like this class a lot better than going to the mandatory. I like it. We like coming to this class better than going over to the conference center. I liked the class. The program was excellent, clear and easy to understand because the program was good. I thought it was pretty good learning about handwashing sanitation.

St. Luke's Hospital

St. Luke's Dietetics
Communications Class
Customer Satisfaction Survey
May 3, 1994 - June 15, 1994

1. Overall, this program was

Excellent	8
Good	9
Average	4
Not Good	1
Unacceptable	0

Other comments: Had nothing to do with me and my job. I learned how to control stress and how to read body language. The class was good, but I feel I did not need it. I think the class should have been longer. One hour was not enough time to cover all areas. I have learned something in every class and I handle my problem different, listen better and communicate more respectably. Should be a longer course- it takes almost three weeks just to loosen up.

2. I believe this will benefit me in my job

A lot	6
Some	10
Maybe in the future	4
Little	2
Not at all	1

Other comments: Needs to have some confrontations with supervisors and employees.

3. This program was:

Clear and easy to understand	19
Over my head	0
Too basic for me	4
Disorganized and Unclear	0

4. Comments about this program: Include more demonstrations, such as with stress, actually doing some of the exercises. The teacher Rayfield was nice and knowledgeable about the subject. Students had no incentive to pay attention; it didn't count for course hours or a grade. We just got paid to sit here for an extra hour. Maybe if you could find someway to test people, you could find out if everyone is paying attention. I really didn't get the point of the program. Make it a little more harder and more interesting. I didn't understand the full reason of the class, besides getting things off your mind. I enjoyed being part of this class. I do believe others in Department need this program. Ms. Rayfield is a very sweet lady and she taught me a lot. It was very detailed. It was nice talking to someone on the outside of this place. To let them know what actually goes on here. I felt relieved after leaving some days. The one class I enjoyed was the role reversal class. Now that was great. Now that felt Good. Should have programs for supervisors and management. The stress section was the most interesting the

instructor was a nice and pleasant individual. I only attended two classes, but I think that everyone can benefit from these type of classes every once in a while. It was inspiring to me , it's a good program and should be taught at a lot of jobs. I enjoyed the program, and I know what ever I learned here will benefit in the near future. It was an interesting program. It pointed out a lot of the basic communication skills that are sometimes overlooked. It also helped me to better understand how others are feeling.

St. Luke's Dietetic Department
Communication Skills
Supervisor's Post - Evaluation
July 1994

1. Communication Skills

Listening skills:

Excellent	0
Good	14
Average	13
Weak	4
Poor	0

Speaking skills:

Excellent	0
Good	13
Average	15
Weak	1
Poor	0

2. Attendance:

Excellent	3
Good	12
Average	15
Weak	1
Poor	0

3. Workplace knowledge: Follows personal rules, appropriate in workplace behavior, contributes to team efforts, interfaces appropriately with residents.

Excellent	2
Good	8
Average	15
Weak	5
Poor	1

4. Quality of work:

Excellent	1
Good	14
Average	13
Weak	3
Poor	0

5. Attitude toward job:

Excellent	1
Good	15
Average	12
Weak	3
Poor	0

6. Amount of supervision required:

Works independently	2
Needs infrequent supervision	9
Average supervision required	16
Needs too much supervision	3
Needs constant supervision	1

7. Overall rating of employee:

Excellent	14
Good	14
Average	16
Weak	2
Poor	1

8. Would you currently recommend this employee for advancement?

Yes	11
No	20

9. What improvements have you seen in this employee?

Student A: She always tried very hard to understand our language and do what is expected of her.

Student B: I had seen some improvement with this employee, she was an active team player at meetings. However, employee cannot control his temper and does not know how to express anger in an appropriate way. Employee's listening skills need to improve. Recognition that there is a world of "standards" here. Doing jobs right and wrong.

Student C: Employee is slowly becoming more open and communicating more with management and her peers. Employee has a very hard time coming across positive to others.

Student D: I have not seen a lot of change with employee. He tends to have tunnel vision where the production are is concerned. He looks ahead for his position only.

Student E: More open and communicates production needs to supervisors.

Student F: Wants to do other jobs solution. Clean up is better, tells me when something is wrong. Gives a few suggestions.

Student G: Betty has been a little more active in giving ideas to solve problems and not just finding problems.

Student H: Employee has been a little more active in giving ideas to solve problems and not just finding problems.
Student I: Interactions with some supervisors has improved. She does not seem to be in such a bad mood all of the time.
Student J: She's trying harder to be a team mate.
Student K: Cheerfully doing jobs when asked.
Student L: More confidence in trying new jobs.
Student M: None.
Student N: Her attendance is poor, but she does a good job when asked. No real improvement seen.
Student O: None.
Student P: Employee is keeping with an "average" performance, but his attitude is a little better.
Student Q: I have not seen a lot of improvement of this employee.
Student R: Employee listens more, not jumping in with commitment like he used to. He will ask for help when needed.
Student S: Employee has leadership abilities, and seems a little more focused.
Student T: I've seen a small amount of interest, in his job lately, and whether his supervisors judge his performance as acceptable.
Student U: She's doing a little more in the way of training instead of talking
Student V: Employee is a little more active in training some of our newcomers, and how to work together.
Student W: Recently, I had a conference with Frank and another employee over conflicting stories. He was patient, listened carefully, and calmly disputed the story. His behavior and acquired communications skills made the confrontation low-stress and productions.
Student X: Employee asks a lot of questions if she is uncertain about a job. Employee is still uncertain about some aspects of her job - cashiering. She tries to listen very carefully when given directions, most of her problems are related to a language barrier.
Student Y: Employee is getting back into the pace and atmosphere of the department, after her operation. Post-seminar improvement isn't evident.
Student Z: There hasn't been any major changes since the classes but employee has always been very good at working with management and giving input.
Student AA: Nothing yet, but perhaps in the future.
Student BB: None. She continues to be a poor listener. She jumps to conclusions and speaks before I can complete one sentence. Employee is immediately on the defensive, even when I am only asking her a question for my own information. I purposely use a very soft, non-threatening tone whenever I approach her which seems to help some. When she has done something which we need to explain that we want done differently, she will stop speaking. She will not answer questions or acknowledge that she hears me. She is rude to her co-workers..
Student CC: Employee is willing to take on more tasks that she's never done before.

Student DD: Employee has brought up issues or questions recently that she didn't during the first few weeks. I'm planning on her training on new stations and accepting more responsibility soon.
Student EE: She's demonstrating more of a cheerleader approach; urging others to work better together.

To: Carrie Harrison
St. Luke's Physical Therapy Department

Mind Map Result from St. Luke's
'Physical Therapy Department

Employees were asked to list tasks:

1. Treatment/Evaluation
2. Patient care
3. Program
4. Public relations
5. Scheduling/telephone
6. Paperwork
7. Communication

Challenges of the Workplace:

1. Increasing work!oad
2. Stress
3. Expectation of higher productivity with fewer resources
4. Few breaks
5. Time pressure
6. Lack of structure
7. Close quarters

Workplace Problems as perceived by Employees

Votes tallied (There seemed to be a very surprising amount of overlap in lists that were done independently.)

1. Communication	10
2. Role delineation	6
3. Inconsiderate/disrespect	5
4. Lack of job security	2
5. Cliques in workplace	2
6. Physical arrangement	1
7. Low morale	1

Stressors were listed as:

1. Expectations
2. Poor exchange of information (communication)
3. Interfacing with administrators who have different management styles
4. Schedules
5. Patient service
6. Physical organization of work space
7. Doctors
8. Nurses
9. Small purchases (need post.its, etc.)
10. Need better collaboration, team work

St. Mary's Health Center

Customer Satisfaction Survey
St. Mary's Communication I
October 1993

1. Overall this program was

Excellent	3
Good	4
Average	0
Not Good	0
Unacceptable	0

2. I believe this will benefit my job

A lot	3
Some	4
Maybe in the future	0
Little	0
Not at all	0

3. This program was

Clear and easy to understand	6
Over my head	0
Too basic for me	1
Disorganized and Unclear	0

4. Comments about this program:

Even though the program was basic it still never hurts to review concepts.

I really got a lot of useful information that I am using on my job.

This class was very helpful to me and benefits me just not on my job.

I also have a out look with other things that I am into, such as church with my children and within my home life.

Very good teacher, and is very clear on what she is talking about.

St. Mary's Health Center
Medical Terminology
Pre/Post Tests Scores

Name	Pre-Test Score	Post-Test Score	Difference
Student 1	90	100	10
Student 2	80	100	20
Student 3	24	90	66
Student 4	38	68	30
Student 5	28	48	20
Student 6	40	92	52
Student 7	66	100	34
Student 8	24	88	64
Student 9	30	84	54
Student 10	36	74	38
Student 11	14	78	64
Student 12	42	86	44
Student 13	56	100	44
Student 14	66	94	28
Student 15	44	96	52
Student 16	30	82	52
Student 17	38	86	48
Student 18	66	98	32
Student 19	84	100	16
Student 20	54	92	38
Student 21	50	78	28
Student 22	36	88	52
Student 23	22	88	66
Student 24	44	92	48
Student 25	54	96	42
Totals	1156	2198	1042
		Gain:	90.14%

St. Mary's Health Center
Medical Terminology II
Pre/Post Tests Scores

Name	Pre-Test Score	Post-Test Score	Difference
Student 1	56	96	40
Student 2	50	96	46
Student 3	46	98	52
Totals	152	290	138
		Gain:	90.79%

Customer Satisfaction Survey
St. Mary's Medical Terms I
January - March 1994
Kate Zust

1. Overall, this program was

Excellent	7
Good	0
Average	0
Not Good	0
Unacceptable	0

Other comments: I really enjoyed this class, meeting new people, just being a part of the class. I would like additional (intermediate, advanced) classes.

2. I believe this will benefit me in my job

A lot	7
Some	0
Maybe in the future	0
Little	0
Not at all	0

other comments;

3. This program was:

Clear and easy to understand	7
Over my head	0
Too basic for me	0
Disorganized and unclear	0

Other comments: Kate was a very good teacher. She explained things well. I learned a lot! I did benefit a lot from this class.

I would have liked a longer program maybe 10 weeks or 12 weeks to spend time on diagnosis. Kate was an excellent instructor and she gave excellent visual aids in helping the class learn new information (used skeletons with bones labeled, etc.) Spoke with clear, easy instructions. I felt my knowledge of medical terms increased significantly.

The program was great it helped me to understand the medical terms that I have to use in my daily work.

Very interesting program and I look forward to attending the Medical Terminology class 2. The instructor, Kate Zust, was very effective.

Very helpful to me personally and will, I'm sure lend itself with my patient focus care future.

Teacher was wonderful, Kate Zust!

Kate,

I am writing this note to let you know how mush I am enjoying my class, it's nothing like I though it would be. I didn't realize how important it would be to me knowing the parts of our body.

Knowing about how our body functions.

I do hope that we can get down to define common medical abbreviations understanding medical diagnosis and spelling of the terms that we use everyday.

Being in the ER its very important to know as much as I can and to learn what I can.

Thanks,
Alice Shelton

Customer Satisfaction Survey
St. Mary's Medical Center
Medical Terms
April - June 1994

1. Overall, this program was

Excellent	6
Good	0
Average	0
Not Good	0
Unacceptable	0

Other comments: Excellent class, excellent presentation. I learned a lot and it was fun. Excellent class and excellent presentation and it was a lot of fun. Teacher was wonderful! Explained things well and had hands-on training tools to help us. The program was excellent and useful, friendly with lot of fun. Excellent class. This was a lot of information but it was presented very well.

2. I believe this will benefit me in my job

A lot	6
Some	0
Maybe in the future	0
Little	0
Not at all	0

Other comments: I benefit a lot about everything. I transcribe letters for doctors. Already I see a benefit. Very helpful class! It helped me a lot about pronunciation and review all of body systems. I learned a lot about the systems and it will benefit me a great deal.

3. This program was:

Clear and easy to understand	6
Over my head	0
Too basic for me	0
Disorganized and unclear	0

4. Comments about the program: She is a very good teacher and friendly. Hope Med Terms II will be offered so I can continue to learn. Wish it were several weeks longer. There is just so much information to absorb. Mrs. Zust did a great job building on the information we learned in Med Term I. I am very happy with the program and think it could be extended by 3-4 weeks for more indepth study. I would be interested in a Med Term III class, Kate Zust was a clear, concise and informed teacher. She knew her material and made learning fun. The programs should definitely be continued. Programs was excellent and her method for teaching was excellent. I would like to be a student in all of her classes. Program is efficient. It is too bad people have a hard time getting off work for 1 1/2 hours to learn more about medical terminology and how the body works.

RESULTS OF CUSTOMER SATISFACTION SURVEY
ST. MARY'S PATIENT - FOCUSED CARE
CLASS # 1 (October 31 - November, 1994)

1. Overall this program was:

Excellent	9
Good	13
Average	0
Not good	0
Unacceptable	0

Comments:

Some things were rote because of having them before, but being able to talk about the things with the instructor in a group setting was helpful.

Ann gave us time to ask questions after her lectures. She always presented a cheerful and empathetic demeanor.

Because being out of school for Help to bring back Think & Rationale process. (sic)

Some good things came out in class. & some things we already knew. (sic)

Little Long (sic)

Get a little to lengthy. Good material though. (sic)

2. I believe this will benefit me in my job

A lot	10
Some	9
Maybe in the future	3
Little	0
Not at all	0

Comments:

Going to use all these tools on my job to some extent.

Some things were good and other things were review.

In dealing with fellow workers and patients. (sic)

3. This program was:

Clear and easy to understand	21
Over my head	0
Too basic for me	1
Disorganized and Unclear	0

4. Comments about the program:

Will be more helpful to the one's (sic) who haven't had this before. The teacher Anne Girdler was very nice and personable. She made the experience worthwhile.

I enjoyed the instructor Ann Girdler She made it fun and worth while and made me understand a better way to cumminicate with certain situations, and I thank her. So come again if ask. (sic)

Have shorter classes.

Instructor was very personable - related well to diversity of group - was well organized for each session - answered questions.

Understanding, helpful and very nice Lady. (sic) Thank you!

I enjoyed Ann and she is a good instructor. The topics, however, were too basic. I would have like to learn more in-depth techniques pertaining to i.e., memory, study techniques.

I found Ann Gerdling (sic) to be informative in the different lectures that she gave. She were (sic) able to share our feelings and concerns about our Patient Focus Care program with her. Ann always gave us a listening ear and warm examples of how we could weather this storm.

The program seemed to be a help for me as for as to bring back what was taught to you in your younger days of being in a classroom setting. Thank you.

Some things were basic. Some comments came out that I didn't know which will help in work training.

This program help (sic) me with my communication (skills) and telecommunication.

The program was very indept. (Excuse the spelling) (sic) Some people really did these classes. Thanks.

I think this course was very good. But a little to (sic) basic for me. However, it was well delivered and presented. I believe it is a necessary for those who needed this information. (sic)

I did benefit from this class. The speaker was very nice and patient w/us. (sic)

The program was very beneficial to me. Especially in dealing with stress.

St. Mary's Hospital
Department Of Organization Development
Program One: Writing Clear and Effective Memos

1. The stated objectives were covered

strongly disagree	0
disagree	0
neutral	1
agree	6
strongly agree	1

2. The program activities (i.e., role plays, cases, discussion, etc.) were appropriate for the content of the program.

strongly disagree	0
disagree	0
neutral	3
agree	1
strongly agree	3

3. The program materials (i.e., participant manual, handouts audio-visual aids, etc.) helped me to understand the subject matter.

strongly disagree	0
disagree	0
neutral	0
agree	8
strongly agree	0

4. I can apply the content to my job.

strongly disagree	1
disagree	0
neutral	1
agree	5
strongly agree	1

5. The environment was conducive to learning (temperature, acoustics, seating, etc.)

strongly disagree	0
disagree	1
neutral	0
agree	4
strongly agree	0

1. The instructor led the program in an organized manner.

strongly disagree	0
disagree	0
neutral	2
agree	4
strongly disagree	2

2. The instructor provided examples that were clear and appropriate to the content. Instructor: Carla Rosen

strongly disagree	0
disagree	0
neutral	1
agree	6
strongly agree	1

3. The instructor created an environment in which I felt free to discuss my ideas and concerns.

strongly disagree	0
disagree	0
neutral	0
agree	3
strongly agree	2

Comments: Needed a little more organization.
unfortunately, I was unable to attend the course in it's entirety. The material covered seemed good and appropriate. instructor did a good job presenting information.
I felt like I could write a memo. The material presented was very helpful.

What topics would you like to cover in future workshops?
In depth writing (business courses)
Writing and presenting reports. I would like to improve my writing skills.

Surrey Place

Surrey Place Dietetics
Pre and Post Test Employee Ratings
Jan 1994--April 1994
Gain Compilation Sheet
Reach 1

Question	Gain
1a Communicates effectively/appropriately with residents/patients:	19.44%
1b Communicates effectively/appropriately with staff members:	5.41%
1c Communicates effectively/appropriately with families and public:	2.56%
2 Attendance:	4.88%
3a Displays appropriate workplace behavior:	-2.44%
3b Knowledbeable about communications impairments affecting residents/patients	40.63%
4 Quality of work:	2.50%
5 Attitude toward job:	4.88%
6 Amount of supervision required:	2.63%
Average gain:	**8.94%**

Surrey Place Communications II
Supervisor Pre-Evaluation
December 1993

1. Communication skills communicates effectively/appropriately with residents/patients

Excellent	0
Good	3
Average	3
Weak	1
Poor	0

Communication skills communicates effectively/appropriate with staff members

Excellent	0
Good	1
Average	5
Weak	1
Poor	0

Communication skills communicates effectively/appropriately with families & public

Excellent	0
Good	2
Average	4
Weak	1
Poor	0

2. Attendance

Excellent	1
Good	2
Average	3
Weak	1
Poor	0

3. Workplace knowledge displays appropriate workplace behavior

Excellent	1
Good	3
Average	2
Weak	1
Poor	0

Workplace knowledge contributes to team effort

Excellent	0
Good	4
Average	3
Weak	0
Poor	0

Workplace knowledge is knowledgeable about communications impairments affecting residents/patients

Excellent	0
Good	2
Average	4
Weak	1
Poor	0

4. Quality of work

Excellent	1
Good	3
Average	3
Weak	0
Poor	0

5. Attitude toward job

Excellent	0
Good	5
Average	2
Weak	0
Poor	0

6. Amount of supervision required

works independently	1
needs infrequent supervision	4
average supervision required	1
needs too much supervision	1
needs constant supervision	0

7. Overall rating of employee

excellent	0
good	3
average	3
needs improvement	1
poor	0

8. Would you currently recommend this employee for advancement

yes	4
no	3

9. What improvements would you like to see in this employee?

Employee A - Improved attendance, increased confidence in expressing self in the work group.

Employee B - Needs to work on communication skills - be aware of tone of voice, body language. Can be offensive to co-workers.

Employee C - Increased confidence, improved communication with supervision.

Employee D - Consistent team player. Works better with others consistently.

Employee E - Ability to understand assign, improve efficiency of work, time management.

Employee F - Communication skills - abruptness, be more of a leader CNA, promote teamwork, less emphasis on racial issues.
Employee G - More team work and more communicative co-workers.
Employee H - Would like to see him learn to stand up for what he believes in and not back down if he believes he is in the right. Be more forceful in putting across his ideas.
Employee I - communication skills - initiative comm, better teamwork, less emphasis on racial issues.

Surrey Place Communications II
Supervisor Post-Test Evaluation
December 1993 - January 1994

1. Communication skills communicates effectively/appropriately with residents/patients

Excellent	0
Good	2
Average	2
Weak	0
Poor	0

Communication skills communicates effectively/appropriate with staff members

Excellent	0
Good	1
Average	3
Weak	0
Poor	0

Communication skills communicates effectively/appropriately with families & public

Excellent	0
Good	3
Average	0
Weak	1
Poor	0

2. Attendance

Excellent	2
Good	2
Average	0
Weak	0
Poor	0

3. Workplace knowledge displays appropriate workplace behavior

Excellent	1
Good	1
Average	2
Weak	0
Poor	0

Workplace knowledge contributes to team effort

Excellent	0
Good	3
Average	1
Weak	0
Poor	0

Workplace knowledge is knowledgeable about communications impairments affecting residents/patients

Excellent	0
Good	3
Average	1
Weak	0
Poor	0

4. Quality of work

Excellent	1
Good	1
Average	2
Weak	0
Poor	0

5. Attitude toward job

Excellent	1
Good	1
Average	2
Weak	0
Poor	0

6. Amount of supervision required

works independently	1
needs infrequent supervision	1
average supervision required	1
needs too much supervision	1
needs constant supervision	0

7. Overall rating of employee

excellent	1
good	1
average	1

7. Overall rating of employee

excellent	1
good	1
average	1
needs improvement	1
poor	0

8. Would you currently recommend this employee for advancement

yes	2
no	2

9. Have you seen a change in the communications skill of this employee since taking this course?

Employee E - no

Employee H - Individual's communication skills were always good. I can't say I noticed any changes, but there were no problems before.

Employee B - Somewhat, continues to be a goal.

Employee C - Individual has shown some increase in assertive communication.

Surrey Place Communications II
Customer Satisfaction Survey

Overall, this program was:	
Excellent	2
Good	2
Average	1
Not good	0
Unacceptable	0
This will benefit me in my job:	
A lot	2
Some	3
Maybe in the future	0
Little	0
Not at all	0
This program was:	
Clear and easy to understand	4
Over my head	0
Too basic for me	1
Disorganized and unclear	0

WATLOW Electric

82

WATLOW
Decimals Class - 9/13 - 10/18/94
Pre- and Post-Test Scores

Name	Pre-Test	Post-Test	% Increase
Student # 1	50	90	40
Student # 2	35	95	55
Student # 3	65	100	35
Student # 4	70	95	25
Student # 5	35	84.5	49.5
Student # 6	90	100	10
Student # 7	30	95	65
Student # 8	60	95	35
Student # 9	94	100	6
Student # 10	80	100	20
Student # 11	50	95	45
Student # 12	50	100	50
Student # 13	68	100	32
Average gain:			**36 percent**

Results of Customer Satisfaction Survey
WATLOW Decimals Class:
9/13/94 - 10/18/94

1. *Overall, this program was*

Excellent:	9
Good	4
Average	0
Not Good	0
Unacceptable	0

Other comments:

- I think this course should be given to refresh everyone's memory. It sure helped me.

2. *I believe this program will benefit me in my job*

A lot	9
Some	4
Maybe in the future	0
Little	0
Not at all	0

Other comments:

- We deal with math all the time and I think it has helped me.
- This will help me change fractions to decimals.
- I find several of our designs call out for a fraction tube cut, but an over all length in decimals.

3. *This program was:*

Clear and easy to understand	12
Over my head	0
Too basic for me	0
Disorganized and Unclear	0

4. *Comments about the program:*

- I enjoyed the classes, the teachers were very helpful and nice.
- Being able to ask questions and get a one on one answer with an explanation really

was a big help for me.

- I enjoyed this class. Thanks.
- This program helped me to refresh my math knowledge that I forgot a long time ago.
- This program helped me as far as helping me remember things I had learned in school but had forgotten.
- It brought back things I knew before, but hadn't remembered. Excellent refresher course!
- Enjoyable, helpful and a good refresher.
- I think every WATLOW employee can benefit from this program.
- The teacher, even though she replaced another, came right in without hesitation, picked up where the other left off, and brought much information to the class.
- The instructers (sic) were very helpful and made the class fun and interesting.

Endorsements

ROCKWOOD SCHOOL DISTRICT

ADULT BASIC EDUCATION
Eureka Junior High Campus
500 N. Central
Eureka, Missouri 63025-1203
(314) 938-3059

December 21, 1994

To Whom It May Concern:

The Parkway Workplace Initiative Program has provided assistance to the Rockwood Area Adult Basic Education Program in the following aspects: training in literacy audits; workforce assessment; customized curriculum; customized instruction for my teachers; and evaluation of workers and curriculum.

The program has made contacts for me with local businesses and industries to promote educational services. The Parkway Workplace Initiative Program is our resource center for materials for workplace basic skills.

It has been a pleasure to work with the staff of this program. They have always responded to my needs and have been very professional in their approach to businesses and industries. We have worked in a collaborative environment since the beginning of the grant and the services provided have been excellent.

Sincerely,

Bill Wagner

Bill Wagner
Director,
Rockwood Area Adult Basic Education

PAUL FLUM ideas INC.

August 24, 1993

Ms. Jane Snyder
The Workplace Initiative
Parkway Area Basic Education Program
12657 Fee Fee Road
Creve Coeur, MO 63146

Dear Ms. Snyder:

I wanted to take this opportunity to thank you and your wonderful staff for the great job you did with our English as a Second Language Program.

As you know, when we came to you we had approximately 63 employees who spoke English as their second language, and we were having difficulty with communication in regards to safety and production procedures.

Your expertise in developing our personalized curriculum and the caring attitude of your teachers, Leslie Kerr and Carol Diehl, helped to make this program a successful venture. Carla Rosen also contributed with sound ideas and program development, and was instrumental in getting this program off the ground.

We have had positive feedback from all of the participants. They have commented that this was the most interesting program they have attended for English classes, that they liked their teachers better than other programs they participated in, that they felt more comfortable now that they had learned more about our product lines and safety procedures (which they had not understood before these classes), and most importantly, that they now had the confidence to <u>try</u> to speak English to their American co-workers without feeling they would be made fun of. I have personally seen a difference in attitude among all workers as they help each other learn the new "words of the day" or try to learn a new aspect of their jobs without interpreters. For us, I think bridging that gap has been the most worthwhile part of the entire program.

11100 LINPAGE PLACE ■ ST. LOUIS, MISSOURI 63132 ■ (314) 423-9777
TOLL FREE 1-800-325-2823
FAX: (314) 423-0420

We have decided not to continue with this program at this time as our work is seasonal and this is our slow period, but I have recommended to Mr. Flum that if we are to pick up this program again I would highly recommend The Workplace Initiative as the only choice. We are working internally to continue the progress we have made and to build on that, and working with your group has given us a direction we didn't have before.

We certainly appreciate all your help, and I hope we have the opportunity to work together again.

Sincerely,

Cindy Holshouser

Cindy Holshouser
Personnel Manager

ch/ch

UNIVERSITY OF MISSOURI-ST. LOUIS

Office of Academic Affairs

8001 Natural Bridge Road
St. Louis, Missouri 63121-4499
Telephone (314) 553-5371
FAX (314) 553-5378

November 30, 1993

Ms. Jane Snyder
Parkway Area Basic Education Program
12657 Fee Fee Road
Creve Coeur, MO 63146

Dear Ms. Snyder:

Thank you for your recent letter indicating the "Workplace Literacy" videotape we helped produce is being so well received.

I had the opportunity to see part of the tape as it was being produced. You have an outstanding story to tell and I am pleased the video is fulfilling your goals in conveying the message.

I do appreciate your taking the time to share with me your satisfaction with the video production. We think we have a good team; however, it is always gratifying when someone such as yourself personally shares their satisfaction.

Thank you again.

Sincerely,

Wendell Smith
Associate Vice Chancellor for
Academic Affairs and
Director of Telecommunications

jw

cc: Jim Abernathy
Bob Clapp
John Henschke

January 10, 1994

Ms. Wilma Sheffer
St. Louis Community College
Workforce Preparation Program
300 South Broadway, St. Louis, MO 63102
314-539-5361, Fax-539-5170
President

Ms. Diana D. Schmidt
Literacy Investment For Tomorrow-
Missouri(LIFT-Missouri)
300 South Broadway, St. Louis, MO 63102
314-421-1970, Fax-539-5170
Vice President
Annual Meeting Chair

Ms. Shirley Mosinger
Plus - Gateway to Literacy
14 Sackston Woods, St. Louis, MO 63141
314-432-3541
Secretary
Nominating Committee Co-Chair

Ms. Leslee Small
St. Louis Post - Dispatch
900 N. Tucker, St. Louis, MO 63101
314-340-8875, Fax-340-3155
Treasurer

Dr. Dei Dose Hemsley
Adult Basic Education
5078 Kensington, St. Louis, MO 63108
314-367-5000
Parliamentarian

Ms. Susan Hayman
Literacy Council of Greater St. Louis
5600 Oakland, St. Louis, MO 63110
314-644-1055
Nominating Committee Co-Chair

Mr. Jim Lyons
St. Louis Public Library
1301 Olive St., St. Louis, MO 63103
314-241-2288
Membership Committee Co-Chair

Mr. Bill Curtis
Director of Adult Education, Vogt School
200 Church Rd., St. Louis, MO 63130
314-522-0865
Publicity Committee Chair

Ms. Donna Burk
314-469-8534

Mr. Larry Clark
314-432-0633

Ms. Castella Henderson
314-539-5354, Fax-539-5170

Ms. Donna Jones
314-997-4460

Ms. Dolores B. Malcolm
314-361-3500 Ext. 256
Fax-361-3389

Ms. Diane Peal
314-539-4075

Mr. K. Duane Ranain
618-692-2254

Mr. Bill Wagner
314-225-4494

Jane Snyder, Coordinator
Workplace Literacy
12657 Fee Fee Road
Creve Coeur, MO 63146

Dear Jane:

The Greater St. Louis Gateway to Literacy appreciated your willingness to present at the Workplace Literacy Forum on December 15, 1993. Feedback from various participants was positive. The video is an excellent way to orient the audience on the "big picture" for workplace literacy, both for needs and solutions from several perspectives. The informal discussion which followed allowed the forum participants to learn more about Parkway's efforts.

I want to personally commend you for your outstanding leadership in this emerging field. As a colleague and friend I appreciate your unique ability and experience, your humor, and steadfastness. I look forward to our continued relationship, and hope 1994 will be loaded with good outcomes for you and your program.

Thanks again for your help!

Regards

Wilma Sheffer
President

BEST COPY AVAILABLE

Weyerhaeuser

3001 Otto Street
Belleville, Illinois 62223
Tel (618) 233 5460
Tel (314) 436 2907
Fax (314) 436 1754

February 25, 1994

Ms. Jane Snyder
WorkPlace Literacy
Parkway Area Adult
Basic Education Program
12657 Fee Fee Rd.
St. Louis, MO 63146

Dear Ms. Snyder:

I just had an opportunity to view your video titled WorkPlace Literacy. Since Weyerhaeuser is in the process of obtaining a grant to start a similar education program at our facility, I found the video extremely helpful. It was insightful about the program. It also was very well produced.

The video was sent by a colleague at Essex Community College in Baltimore, MD. My colleague and I have been in communication about workplace literacy. She offered to send me your video which, in her opinion, was extremely informative. I took her up on her offer; I was not disappointed.

Thank you for doing this service to the community.

Sincerely,

K. S. Schonlau

Kathleen S. Schonlau
Human Resource Manager

To: Jane Snyder
From: Tom Johnson, Vice-President, Human Resources, PSE, Inc.

Subject: Parkway Area Adult Basic Education Program at PSE

During 1991 we started on the path to gaining world class status in our manufacturing and business systems. Our first significant training event was a series of four, three hour training blocks that introduced all our employees to the concepts of teamwork, team roles, SPC, problem solving, W. Edwards Deming, and several problem solving tools. This training was supported through the use of four books and manuals. It soon became apparent that a high percentage of our employees were not able to retain and use these basic materials because they did not have high enough *basic math and reading skills*.

We were not sure how to deal with this shortage. It was clear that having a high school diploma did not necessarily mean that a person could effectively read and do computations.

I started a search through out the St. Louis area to find organizations that had both the stated ability and the successful track record of providing on-site remediation. The Parkway Area Adult Basic Education workplace initiative seemed to be the only organization which meet both of these needs. They were able to document the success they had had with several companies towards improving the math and reading skills of first level employees. Just as important, their philosophy of insuring that their process and procedures would result in remediation being viewed as a valuable and worthwhile activity for both the students and leaders was paramount. We wanted our employees to view this development as an opportunity to improve themselves, and not demeaning or threatening in any fashion.

I'm happy to report that our expectations have been consistently exceeded. Parkway has been on-site for a little less than one year. During that time they have provided placement testing and remediation for all but three of our first level plant employees (who refused the testing) Slightly over 70% of our employees are now at a reading and math level that is considered high enough to move them into salaried positions if they desire (we started at slightly less than 50%). Our least skilled group has made significant progress, and importantly, continues to participate in the program. Recently we started an advanced mathematics class designed for our CNC machine operators and machine shop technicians. We opened the class to all company employees. We anticipated about six people would sign-up for this course. Parkway's reputation is so good that we had over thirty employees sign-up for the course!

In summary, we have found the Parkway Area Adult Basic Education workplace initiative to have provide significant value for both our employees and our company. They have provided a development need in math and reading skills that we could not have done ourselves. We are grateful that they exist, and believe strongly that they are providing a much needed and valuable service to the St. Louis community.

WATLOW ELECTRIC -- TALLY SHEET

STUDENT EVALUATION FORM

Dear Adult Skills Enhancement Program Student:

Your assistance in evaluating this class is being sought so that we can continue to improve our program. We would appreciate your response, positive and negative, to the following questions...

		yes		no
1)	Were your expectations fulfilled by the class as it was conducted	26	(2)	1
2)	Were you able to meet your individual goals during your time in class	25	(2)	1
3)	Were the materials available, adequate for your needs	29		
4)	Do you feel the instructor spent enough time with you in class	28		1

		Good		Satisfactory	Poor
5)	How well did the instructor know the materials	29			
6)	Rate the instructor on ability to make effective assignments	26		3	
7)	Rate the instructor on effectiveness in helping you reach your educational goals	23	(1)	5	
8)	How well did this program contribute to increasing your self-confidence	20		9	
9)	How well did this program contribute to helping your job performance	15		11	2

Please tell us your feelings (positive and negative) about your educational experience in this class:

HR Connection

A Publication of the St. John's Mercy Medical Center Human Resources Division

Fall 1994

Organizational Development

Learning Resource Center Helps Employees Achieve Bright Future

Among the many star students in the Learning Resource Center at St. John's Mercy, Mai Le shines brightly. An employee of St. John's Mercy Medical Center for 14 years, Mai has recently moved from the Housekeeping Department to join the nursing staff as a nurse assistant. Hard work and

Sister Meg works with Nurse Assistant Mai Le.

determination were the qualities needed to make this move, and Mai has plenty of both.

Mai also credits the help that she has received through the Parkway Adult Basic Education Program for her success. Coming to the United states from South Vietnam 19 years ago, Mai was faced with the difficult task of learning English. In 1992, she enrolled in Parkway's English as a Second Language Program. A year later, Mai continued her studies in the Basic Skills Program that is sponsored by St. John's Mercy and Parkway Workplace Initiative.

In the Learning Resource Room, Mai began working with her tutor, Sister Margaret M. Huber, better known as Sister Meg. As well as tutoring Mai in English, Sister Meg helped Mai study for the Certified Nurse Assistant Test, which she passed in 1993.

Currently, these two hard workers can be found in the Learning Resource Room studying for Mai's next goal, which is passing the GED test.

Mai reports that she feels proud of her accomplishments.

"I feel confident that I can achieve so much. I would like to encourage others to take advantage of this program," she said. Sister Meg said she is "excited and proud of Mai's success."

• • •

Would **you** like to improve **your** skills? If so, the staff and materials in the Learning Resource Room at St. John's Mercy are available to help you attain your learning goals. Programs available for study include:

- Computerized typing and keyboarding
- GED
- Report and memo writing
- Reading comprehension
- Basic math
- Grammar
- Medical terminology
- Problem solving

You work at your own pace, and all records are confidential.

Come on in and see us in Classroom 80 on 1L across from Organizational Development, or call Camella Brehm at 569-6198. Classes are free to all employees of St. John's Mercy.

Outreach

OUTREACH EFFORTS TO GRANT PARTNERS / AND OTHER BUSINESSES UNDER REACH II

One of the goals of the National Workplace Literacy Grant awarded to Parkway Area Adult Basic Education was to promote the course of workforce basic skills education in our partner organizations and other area businesses. During the term of the grant, Jane Snyder and Carla Rosen were active participants in the Train America's Workforce Special Interest Group (TAWSIG) of the local American Society for Training and Development (ASTD) chapter.

Work on this committee led to two significant events which helped us achieve our Outreach goal. The first was an ASTD - sponsored workshop entitled "Increasing Productivity through Training" featuring Dr. Edward Gordon, author of Closing the Literacy in American Business. We used this program to provide additional background and insight to representatives of our partners WATLOW Electric, St. John's Mercy Medical Center, St. Luke's Hospital, Code 3 Public Safety Equipment, and St. Mary's Health Center. We also attracted representatives from three other companies, as well as our colleague from a neighboring education provider. Several other companies expressed interest but had scheduling conflicts which prevented them from sending someone.

As a result of our involvement on the TAW-SIG, we also found common interests with Mid. Tec., a recently formed corporation whose purpose is to educate companies about state-of-the-art production and technology and help them adopt new processes rapidly. They are an agency of the National Center for Manufacturing Sciences (NCMS). Their training director, Dennis O'Rourke, was a quick fan of our Workplace Literacy video (produced under our previous NWLP grant.) He wanted to share our information about the role of basic skills education in helping companies prepare for change.

We agreed to co-sponsor a luncheon, "Basic Skills Training in Manufacturing," which featured a panel composed of Workplace Initiative clients (Paul Horn, WATLOW Industries; Tom Johnson, Public Safety Equipment; and Nancy Hartmann, Survival Technology.) These businesses represented different points along the road to a fully-realized workplace education program including a company just getting involved in needs analysis and pilot programs (Survival Technology.) The luncheon attracted guests from the companies in Missouri, neighboring Illinois, and as far away as Kansas. Other local educational providers came to learn about the company view point and interface with potential clients. The event received publicity in the St. Louis Post-Dispatch.

After this luncheon, several businesses present were contacted for follow-up. This resulted in further discussions and referrals to the appropriate provider for three companies. Also, Mid. Tec. subsequently ran an article by Carla Rosen entitled "The New Workplace Literacy" in their newsletter, which has an extensive circulation.

ST · LOUIS

AMERICAN SOCIETY FOR TRAINING AND DEVELOPMENT

November 29, 1994

Ms. Donna Burk
Director of Parkway Area
Adult Basic Ed. Prog
12657 Fee Fee Rd.
St. Louis, MO 63146

Dear Ms. Burk,

During 1994, Jane Snyder served on the Train America's Workforce taskforce of the Metropolitan St. Louis Chapter of the American Society for Training and Development (ASTD). In that capacity, she played a major role in a joint project with RCGA that produced a training resource directory for the St. Louis business community, as well as a full-day workshop during Small Business Week on training issues for small business owners.

ASTD, with more than 700 local members and 30,000 members nationally, is the professional organization for trainers and human resource specialists. Most major St. Louis area corporations and universities are represented.

Jane volunteered many hours of her time for the growth of our Chapter and the benefit of our members. She is an asset to her company, to the community, and to the Training and Development profession.

Sincerely,

Judith Chik Haldeman

Judith Chik Haldeman
1994 President
St. Louis Metropolitan Chapter
American Society for Training and Development

222 S. MERAMEC, SUITE 303 · ST. LOUIS, MISSOURI 63105 · (314) 863-6232 · FAX (314) 863-6457

Continued from Page 7
Mid.Tec offers Application.....

and feasibility of the part. This service entails a design analysis pointing out suggested design changes that will enhance the manufacturability of the part. The next step in this process involves making the part on our state-of-the-art equipment and providing a production performance analysis including programming time, chip cutting time and set up time. This service provides the bidding company the information to develop accurate cost information and informed bidding on contracts.

Mid.Tec offers area manufacturers affordable consulting services in the areas of site assessment, continuous improvement, and operation-specific problems. In those areas that are outside the expertise of Mid.Tec staff, we refer companies to organizations possessing that expertise.

Our site assessment services involve a review of the client's operation to evaluate plant layout, workforce capabilities, process capability, quality status, and equipment status. In many cases plant layout does not lend itself to the most efficient work flow and the most efficient use of personnel. The capabilities of the workforce must be such that the employees have the skills to work in a world class manufacturing environment. If not, steps must be identified to take to remedy shortcomings in certain areas.

Mid.Tec offers a workshop in *"Achieving Manufacturing Excellence"*, a self assessment process that shows companies how to identify areas of weakness that stand in the way of the company achieving world class status. This self assessment process is designed to help the company develop programs of continuous improvement. When a company needs assistance in developing continuous improvement programs, Mid.Tec staff is prepared to provide this assistance or refer the client to a resource that has the expertise to lead the company in that effort.

Often a company needs assistance in their own facility to address a problem peculiars to their specific product or their specific equipment. Mid.Tec staff is prepared to come into the company's facility and work with that company's personnel to solve the problem.

Area companies are encouraged to take advantage of this application support service offered by Mid.Tec. Access to the service is available by calling Jake Kammerer of Mid.Tec's technical staff at (314) 842-7552.

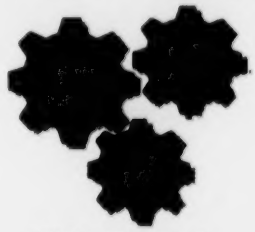
The New Workplace Literacy

by Carla E. Rosen, M.Ed., The Workplace Initiative

In the past, successful employment in entry-level manufacturing jobs was dependent upon the worker's manual dexterity, speed, accuracy, and work ethic. The ability to do basic arithmetic and read at the fourth or fifth grade level was sufficient for the job requirements. Nowadays, that scenario has changed drastically, and the work day of the production employee will never be the same.

Companies have changed their methods of production.... computerization requires employees to read and access information on screens, correctly interpret customized orders, and apply more advanced mathematics on the job. Teamwork leads to cross-training or participants who must read and interpret directions, attend and contribute to group meetings, take notes, prioritize their activities, and interact with one another continuously. Increased competition locally and internationally leads to reduced tolerance for errors and increasingly high production standards. Meeting these challenges may require application of decimal skills, percentages, pre-SPC math, problem-solving to analyze sources of errors and troubleshoot them.

These and other forces influencing our economy and the way we do business have made the new "workplace literacy" a watchword for employers seeking to improve the product and the process by concentrating on the person. A worker may need increased exposure and instruction in the areas of reading, writing, math, oral communications, problem-solving, or critical thinking to fully contribute to your organization. He/she may need to review the basics before enrolling in advanced technical training. More and More Companies are turning to company-sponsored basic skills enhancement classes as a way to help the employee meet the challenges of today's complex workplace. See related Panel Discussion Luncheon to be presented on June 28, 1994 here at Mid.Tec.



VMC Upgrade

by Mark Clark and Jake Kammerer

Mid.Tec has recently completed a series of upgrades to one of our vertical machining centers. The machine has been modified for high speed three (3) axis contouring, and is equipped with high pressure flood and through-the-spindle coolant. These modifications allow the machine to follow complex profiles at speeds previously unattainable.

The modifications include installation of HS/HP (high speed/high precision) the HPCC (high precision contouring control) options to the basic CNC control. The HS/HP option improves accuracy at high feed rates. The look ahead feature allows much higher feed rates in typical 2-D applications.

The HPCC option is based on a RISC (reduced instruction set computing) CPU board, shortening block processing time to 2.4 ms in HPCC mode. This modification yields a dramatic improvement in 3-D mold type machining. This type of work, involves extremely large numbers of very short moves, is CPU intensive and requires high speed block processing to improve machine cycles. The ability to process at high speeds permits setting a small tolerance in the 3-D cam system. The small tolerance results in short moves and ultimately a smooth contour without unduly increasing cycle times. In addition to the preceding, we have added a remote buffer board, an RS422 high speed communications port, and high speed PC DNC software to increase data throughput.

The result of these modifications is a VMC that will machine a highly contoured shape at feed rates in excess of 150 IPM while holding tolerances of better than +/- .003.

BASIC SKILLS TRAINING IN MANUFACTURING

A Panel discussion featuring representatives from area manufacturing firms who will share their experiences with basic skills training programs

TOPICS INCLUDE:

- Determining needs
- Implementing Training
- Selecting Providers
- Selecting Priorities
- Measuring Success
- Avoiding Pitfalls

FEATURED SPEAKERS:

Paul A. Horn
Director, Total Quality
WATLOW Electric Manufacturing Company

Thomas C. Johnson
Vice President of Manufacturing
CODE 3, Public Safety Equipment, Inc.

Nancy M. Hartmann
Training Administrator
Survival Technology, Inc.

WHEN: June 28, 1994, 11:30 - 1:00
WHERE: Mid.Tec Corporation of Saint Louis
12927 Gravois Road
Saint Louis, MO 63127

CONTACT: Barbara Davis-842-7552
The fee of $10 includes lunch

QUESTION AND ANSWER SESSION TO FOLLOW PRESENTATION

OPTIONAL PLANT TOUR OF MID-TEC'S FACILITIES AND TEACHING FACTORY AT 1:00 PM

SPONSORES:

THE WORKPLACE INITIATIVE
Parkway Area Adult Basic Education Program

MID.TEC (MIDWEST MANUFACTURING TECHNOLOGY CORPORATION OF SAINT LOUIS)

To register please mail this portion to Mid.Tec at the above address or Fax it to (314) 842-7253

NAME:_____ **NAME:**_____ **NAME:**_____

COMPANY:_____ **TELEPHONE:**_____

-98-100

Greater St. Louis Workplace Literacy Project: Companies Contacted as of December 31, 1994

	Companies Contacted	Call Back	No Interest	Pending Parkway	Mailing Sent	Refer to Other Programs
1	Acme Premium Supply Corp		X			
2	Alco Controls		X			
3	All Chemical Process Equipment		X			
4	Allen Foods		X			
5	Allied Gear			9/9/93		
6	Allied Health Care Products		X			
7	Alumax Foils	X				
8	Alvey Inc.	X		X		
9	Ambassador Envelope		X			
10	Amdocs		X	10/26/94		
11	American Cablevision				X	
12	Americana Healthcare Center		X			
13	Bachman Machine Co.					St. Louis
14	Becton Dickinson	X				
15	Beltservice Corp.		X			
16	Beta Raven Inc	X				
17	Bethesda Dilworth Memorial Home		X			
18	Bethesda General Hospital	X				
19	Biomerieux Vitek	X		X		
20	Blanke Baer Bowery Krimko	X				
21	Brod-Dugan		X			
22	Brooking Park	X				
23	Bull Moose Tube					Rockwood
24	Bunge Corporation	X				
25	Bussman					Rockwood
26	C & R Heating & Service Co.		X			
27	Cahokia Flour Co.		X			
28	Calgon Vestal	X				
29	California Pizza		X			
30	Carboline		X			
31	Carter Automotive Group		X			
32	Central States Diversified	X				
33	Chevron Chemical Co.			6/13/94		
34	Chris Kaye Plastics	X				
35	Christian Hospitals, Northeast	X				
36	Christian Hospitals Northwest	X				
37	Clayton School Dist.	X				
38	Coca-Cola	X				
39	Coin Acceptors		X			
40	Color Associates GRP		X			
41	Container Products					Rockwood
42	Contico International Inc.			12/14/94		
43	Continental Cablevision	X				
44	Continental MFG Company	X				
45	Convenience Products	X				
46	Crane National Vendors	X				

Greater St. Louis Workplace Literacy Project: Companies Contacted as of December 31, 1994						
	Companies Contacted	Call Back	No Interest	Pending Parkway	Mailing Sent	Refer to Other Programs
47	Creative Data Service		X			
48	Creve Coeur Health Care	X				
49	Crown Cable	X		4/22/93		
50	Cupples Rubber Co.	X				
51	Deaconess Medical Center	X				
52	Delmar Gardens North Nursing	X				
53	Delmar Gardens of Chesterfield	X				
54	Delmar Gardens of Creve Coeur	X				
55	Delmar Gardens West	X				
56	Delsan Industries	X				
57	Deluxe Check Printers	X				
58	DePaul Health Center	X				
59	Dierbergs	X				
60	Duke Manufacturing Co.		X			
61	Dynaquip Controls		X			
62	EG & G KT Aerofab-Mo	X				
63	EG & G Vactec	X				
64	Engineered Air Systems		X			
65	Engineered Products		X			
66	Essex MF6		X			
67	Essex Precision Control	X				
68	Evans			X		
69	Everest & Jennings	X				
70	Express Scripts	X				
71	Falcon Products Inc	X				
72	Ferro Magnetics Corp		X			
73	Fleming Printing Co.			1/5/93		Rockwood
74	Flexible Packaging Technology	X				
75	Florissant Nursing Center	X				
76	Florissant Valley Shltrd Workshop		X			
77	Flum, Paul			5/24/93		
78	Forest Pharmaceuticals, Inc.		X			
79	Fred Weber, Inc		X			
80	Friendship Village			9/11/93		
81	Gateworth at One McKnight					University City
82	Gencare/Sanus	X				
83	Gene Willen Construction Co.				X	
84	General Metal Products		X			
85	General Motors Service Parts Op.	X				
86	Gettemeier Bros Construction				X	
87	Giradier Building & Realty	X			X	
88	Group Health Plan		X			
89	Hampton Envelope		X			
90	Harvard Interiors	X				
91	Hazelwood Farms Bakeries, Inc.	X				
92	Henges Associates Inc	X	X			
93	Hermann Companies	X				

Greater St. Louis Workplace Literacy Project: Companies Contacted as of December 31, 1994						
	Companies Contacted	Call Back	No Interest	Pending Parkway	Mailing Sent	Refer to Other Programs
94	Hunter Engineering Company	X				
95	Hussman Corp		X			
96	Hydromat Inc		X			
97	Hyland Packaging					Rockwood
98	Ice Cream Specialties	X				
99	Indeeco		X			
100	Inland Container Corp		X			
101	Jarrell, Charles E. Contracting	X				
102	JCCA		X			
103	JCCA, New Americans			3/6/94		
104	Jefferson Smurfit	X				
105	Jewish Center for the Aged			5/24/93		
106	Jones Medical	X				
107	J.C. Penney Company		X			
108	Kellwood		X			
109	Kemco Tool & Machine Co.		X			
110	Killark Electric Manufacturing					St. Louis
111	Koller Craft Plastic Products	X				
112	KV Pharmaceuticlas Co.		X			
113	Lafeyette Inds.		X			
114	Lighthouse of the Blind	X				
115	Little Sisters of the Poor					St. Louis
116	Mallinckrodt Chemical	X				St. Louis
117	Mallinckrodt Medical Inc.		X			
118	Maplewood-Richmond Heights S. Dist.			9/94		
119	Marchem Corp	X				
120	Marcraft		X			
121	Mari de Villa	X				
122	Marlo Graphics Inc.	X				
123	Mayflower Contract Service		X			
124	Mayflower Student Transportation		X			
125	Metropolitian Reference Library		X			
126	Middendorf Meat & Quality Foods	X				
127	Midwest Marble		X			
128	Missouri Baptist	X				
129	Mitek Manufacturing		X			
130	Moeller Reimer Co.		X			
131	Morgan-Wightman Supply Co.	X				
132	Mosby Year Book Inc.		X			
133	Mrs. Allison's Cookies		X			
134	Multiplex Co. Inc.		X			
135	Multiplex Display Fixture		X			
136	M.J. Behlmann Construction				X	
137	Nordyne					St. Louis
138	North Shore Health Care				X	
139	Packaging Corp. of America			9/21/93		
140	Parkway School District			6/21/93		

Greater St. Louis Workplace Literacy Project: Companies Contacted as of December 31, 1994						
	Companies Contacted	Call Back	No Interest	Pending Parkway	Mailing Sent	Refer to Other Programs
141	Penn Corporation			4/4/94		
142	Pentecostal Publishing	X				
143	Permea				X	
144	Petrofsky's Enterprises			4/6/94		
145	Physicians Health Plan	X				
146	Potter Electric Signal	X				
147	Purina Mills, Inc	X	X			
148	Puritan-Bennett Corp	X				
149	Quick Point Inc		X			
150	Rawling Sporting Goods	X				
151	Reuther's Construction				X	
152	Ronald A. Moellering, Contractor				X	
153	Rosewood Care Center		X			
154	Roto Die Co., Inc					Rockwood
155	Royal Switchgear Manufacturing	X				
156	Rug Doctor LP		X			
157	Ryder Student Transportation Service	X				
158	Schnucks Markets				X	
159	Sealed Power Corp.	X				
160	Serta Midwest		X			
161	Seven-Up Bottling Co. St. Louis		X			
162	Sherwood Medical Co.		X			
163	Shure Manufacturing Corporation		X			
164	Six Flags over Mid-America		X			
165	SLM Electronic	X				
166	Sonoco Products Co.		X			
167	Southern Cross/O'Fallon Bldg.		X			
168	Spanish Lake Nursing Center	X				
169	Sporting News Publishing		X			
170	Stahlschmidt Construction Co.				X	
171	Star Manufacturing Co.		X			
172	Stout Industries Inc	X				
173	St. Louis County Water Co	X				
174	St. Louis Die Casting	X				
175	St. Louis Offset		X			
176	St. Sophia Geriatric Center	X				
177	Sunnen	X				
178	Sunshine Drapery		X			
179	Survival Technology Inc			10/4/93		
180	Swift, John S. Co., Inc.		X			
181	Systemaire, Inc	X				
182	Talx Incorporation	X				
183	Thermo Science	X				
184	Thomas G. Graham, Contractor				X	St. Louis
185	Tower Village Nursing	X				City
186	TSI Graphics		X			
187	Tubular Steel	X				

Greater St. Louis Workplace Literacy Project: Companies Contacted as of December 31, 1994						
		Call	No	Pending	Mailing	Refer to
	Companies Contacted	Back	Interest	Parkway	Sent	Other Programs
188	Unigraphics Division-Eds	X				
189	Unisource	X				
190	United Technologies Auto	X				
191	United Video Cable	X				
192	Universal Printing Company		X			
193	USPS Bulk Mail Center		X			
194	Valentec National Mfg.		X			
195	Vess Beverages	X				
196	Village North Manor	X				
197	Village North Woods	X				
198	Weber, Fred Inc.		X			
199	Wermke Spring Mfg.	X				
200	Westchester House	X				
201	Wetterau Incorporated				X	

Parkway Workplace Initiative Analyses	New Programs
AMDOCS	AMDOCS
Bachmann Machine	
Biomerieux Vitek	
Chevron	Chevron
Christian Hospital N.E.	
Contico	Contico
Continental Cablevision	
Crane	
Deluxe Check Printers	
Dierbergs	
Evans	
Hazelwood Farms Dairies	
Mallinckrodt Chemical	Mallinckrodt Chemical
Maplewood-Richmond Heights School District	Maplewood-Richmond Heights School District
Nordyne	
Penn Corporation	Penn Corporation
Petrofsky's	Petrofsky's
Potter Electric Signal	
St. Louis County Water Co	
STI	STI
Sunnen	Parkway Custodial Basic Skills
USPS Bulk Mail Center	Parkway Custodial Communications

INCREASING PRODUCTIVITY THROUGH TRAINING

May 4, 1994
8:00 - 11:30
St. Louis Mariott - Airport

Clients of the Workplace Initiative
Parkway Area Adult Basic Education Program
Jane Snyder, Director
(314) 469-8523

1. Carolyn Hockert	Personnel Manager	WATLOW Electric
2. Camella Brehm	Organizational Development	St. John's Mercy Medical Center
3. Diane Hildwein	Organizational Development	St. Luke's Hospital
4. Tom Johnson	Plant Manager	Code 3, Public Safety Equipment
5. Lainie Neiman	Organizational Development	St. Mary's Health Center
6. Nancy Hartman	Training Administrator	Survival Technology, Inc.
7. Valerie Fulbright	Director of Human Resources	Petrofsky's Bakery
8. Jim Steele	Training Manager	Army Records Center
9. Walter Hanses	Vice President	Hospital Ass'n., Metro. St. Louis
10. Dr. John Henschke	Professor	University of Missouri, St. Louis
11. Carol Franklin	Education Director	Jewish Center for the Aged
12. James Hines	Operations Supervisor	Parkway School District
13. Miliska Knauft	Organizational Development	BJC--Barnes-Jewish
14. Jane Snyder 15. Carla Rosen	Director Client Service Specialist	The Workplace Initiative, Parkway Area Adult Basic Education Program
16. Donna Burk	Director	Parkway Area Adult Basic Education
18. Bob Weng	Assistant Director	City of St. Louis, ABE

Increasing Productivity through Training

May 4, 1994
8:00 - 11:30 AM
St. Louis Marriott—Airport

Seminar with Workshops

How *does* reshaping of today's workforce affect *your* business

Why *is* training the key to increasing *your* productivity

Who *can* help with & communicate "change is good" to *your* workforce

Keynote Speaker

Edward E. Gordon, Ph. D.

Author, *Closing the Literacy Gap in American Business* & *FutureWork, The Revolution Reshaping American Business*

Workshops

- *Discussion of Specific Issues for FutureWork*
- *Tools for Productive Selling*
- *Steps to Identify Training Needs*
- *Dealing with Difficult Customers*

Hosted by

St. Louis Metropolitan Chapter
American Society for Training & Development
and the
St. Louis Regional Commerce & Growth Association Small Business Council